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ABSTRACT

In 1991, a study was conducted at Saint Petersburg Junior College (SPJC) to develop a set of strategies for coping with the ramifications of an aging faculty. The study was initiated as a result of projections that large numbers of aging faculty would soon be retiring in the same or consecutive years. The first step of the study consisted of interviews with an administrator from three neighboring institutions (a university, a two-year college, and a public secondary school) to assess aging issues at those campuses. The second step of the study involved an internal scan of SPJC involving interviews with the Vice President of Human Resources, and three faculty members over the age of 55. Once the external and internal scans were completed, a profile of SPJC instructors was generated by drawing information from personnel files of the 267 employees at the college. Departments with a large proportion of older faculty members were identified, and an interview was conducted with the division directors of these departments. Study findings and recommendations included the following: (1) staff development was a high priority at all of the institutions contacted; (2) none of the respondents in the external interviews had seen any innovative strategies implemented to deal with issues of aging faculty; (3) SPJC should continue to look at trends in relation to aging faculty; (4) the college should encourage faculty to take sabbatical leaves for educational enhancement; and (5) a series of workshops and seminars on issues of aging should be developed to assure the continued success of the institution. A literature review; the test instruments; a 15-item bibliography; and a list of strategies for staff development, to prevent faculty burnout, to recruit quality instructors, and to off-set mass retirement, are appended. (JMC)

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THE DEVELOPMENT OF SPECIFIC STRATEGIES FOR COPING WITH THE RAMIFICATIONS OF AN AGING FACULTY AT SAINT PETERSBURG JUNIOR COLLEGE

Emergence Of Higher Education

by

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An external and internal scan was done of the college. In addition, a profile was done on the faculty of the Saint Petersburg Campus. External and internal interview guides were developed to assist the interviewer in conducting the scans of the college. Based on the external and internal scans and the information obtained in the faculty profile, a set of strategies was developed to assist the college in addressing the issues created by aging faculty members.

The developed strategies were presented in the Provost Staff meeting. It was decided to eliminate all strategies which required financial assistance from the college. It was also decided to get some feedback from the faculty governance committee. The faculty committee decided to request that some future staff development days be set aside to discuss the issues which relate to aging faculty.

It was concluded in this study that the college does need some strategies developed as a plan to assist in the issues of aging faculty. Therefore, it was recommended that the college implement as many of the strategies presented as possible, continue to look at and monitor the trends in relation to aging faculty, encourage faculty to take sabbatical leaves for enhancement, and to offer seminars on aging to develop sensitivity toward others for the continued success of the institution.

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Chapter 1

INTRODUCTION

Saint Petersburg Junior College was founded in 1927. Most of the present faculty members on the Saint Petersburg Campus were hired between 1955 and 1963. All of these instructors have or will have put in thirty years of teaching within the next three to five years and will most likely consider retirement.

Statement of Problem

The problem at Saint Petersburg Junior College is that the majority of the faculty members on the Saint Petersburg Campus are near retirement and no provisions are being made for the institution in the event that a large number of instructors decide to retire in the same or in consecutive years. In addition, no provisions or strategies are being discussed or developed in the event that most of the instructors decide not to retire in the near future.

The administrators at the college noticed some of the problems which were prevalent with an aging faculty. For instance, the insurance premium for employees, paid by the school, was higher since the faculty population as a whole was older.

Individual administrators, who had been reluctant to speak up in the past, indicated some concern about older faculty members. For example, according to Holladay (1989), English classes being taught with computers were delayed because instructors were indifferent to change and new technology. In addition, Dorsett (1989) skirted the issue of older faculty members when he stated that the new instructors had added zest to the institution with their new ideas, willingness to be innovative, and their willingness to accept change.

Purpose of Study

The purpose of this study was to develop a set of strategies to help Saint Petersburg Junior College to cope with the ramifications of an aging faculty.

Relationship of Study to Seminar

The Emergence of Higher Education Seminar discussed the changes in higher education from its early beginnings to the present. Change is inevitable and is thus a re-occurring process in higher education.

The students in the early beginnings of higher education had instructors who were usually new graduates waiting for a position in the pulpit. In contrast, students today have instructors who have been on the job for many years. Nevertheless, since change is a continuous process,

changes are again beginning to take place in higher education. New instructors are being sought today, not to be groomed for the pulpit but to take the place of retiring instructors. If the present trend continues, the newly hired instructors will most likely stay on the job until they want to retire.

Justification of Study

Saint Petersburg Junior College is an old established institution. As such, the community and other educational institutions look toward the college to continue to be in the forefront when it comes to services offered along with qualified faculty and staff.

Consequently, with the emergence of aging college faculty members, Saint Petersburg Junior College must be a proactive rather than a reactive institution. Competitive faculty recruiting practices and faculty personnel policies must be considered in light of the expected retirements of a large cohort of professors and other factors. Therefore, the development of specific strategies to help Saint Petersburg Junior College cope with the ramifications of an aging faculty is a must if the institution is to preserve its position as a premier institution.

Chapter 2

REVIEW OF THE LITERATURE

Mooney (1990) listed the statistics of a survey on the importance of teaching and research done by the U.S. Education Department. The survey was nationwide and included 2,423 department chairmen. The results of the survey not only included the importance of teaching and research but also included the examination of institutional policies toward faculty and the examination of faculty themselves on a broad range of demographic and attitudinal issues.

According to Mooney (1990), the department heads' survey indicated that 65 percent of the department heads have primary authority to hire new professors. At the same time, according to Mooney (1990), 34 percent of the department heads considered affirmative action a very important factor when hiring.

At a time when institutions are preparing for an era of competitive faculty recruiting because of the expected retirements of a large cohort of professors and other factors, it has become increasingly important for them to know what kinds of faculty-personnel policies other campuses have (Mooney, 1990).

The survey on institutional policies, according to Mooney (1990), indicated that 21 percent of the campuses had raised their standards for tenure. On the other hand, 93 percent of the institutions surveyed had taken steps that may reduce the proportion of tenured faculty.

Other statistics about institutional policies, according to Mooney (1990) included: Overall Faculty---There were 825,000 faculty members in 1987 (60 percent full-time and 40 percent part-time). Academic Rank---Thirty percent of full-time professors held the rank of professor, 24 percent associate professor, 24 percent assistant professors, 11 percent instructors, and 11 percent had other titles. Tenure Systems---Seventy-one percent of all institutions had tenure systems. Eighty-one percent of full-time faculty were in tenure systems and 59 percent held tenure. Limits On Tenured Faculty Members---Ninety-three percent of all institutions had taken some action that could have an effect of reducing the proportion of tenured faculty. Of those with tenure systems, 28 percent offered early retirement, 21 percent raised tenure standards, and 14 percent replaced tenure-track positions with fixed-term positions. Employee Benefits---Almost all institutions offered retirement plans and medical insurance. Forty-nine percent provided paid maternity leave, 31 percent provided a "wellness" program, 11 percent provided housing assistance, and 4 percent offered child care.

There were some other findings related to the department heads' survey. According to Mooney (1990), some of the related findings included: (A) Departmental Authority ---65 percent of the institutions indicated that the primary decision to hire new faculty members was made at the departmental level. (B) Hiring Decisions---Department chairpeople considered a candidate's teaching quality, highest degree level, and institution's program needs when hiring new entry-level faculty. And (C) Tenure Decisions ---Department chairmen evaluated a candidate for tenure by looking at teaching quality, highest degree level, and fit with the department and institution.

The survey of 8,383 full and part-time faculty conducted by the U.S. Education Department revealed that in 1987, the average college professor was a 47 year-old white male who was tenured, earned $48,701 including outside income, and spent 46 hours a week on the job (Mooney, 1990).

The research indicated that educational data would help administrators and researchers deal with many policy issues involving faculty. The issues involving faculty, according to Mooney (1990) included an expected faculty shortage, use of more part-time faculty, the effects of the ending of mandatory retirement for professors, and the need to recruit more female and minority professors.

Mooney (1990), revealed the following information about the U.S. Department of Education's Faculty Survey:

---Age. The mean age of full-time faculty was 47 and 44 for part-time faculty. One-fourth of full-time professors at all institutions in 1987 were 55 or older.

---Sex. Men made up 73 percent of full-time faculty members and 81 percent of those at private research institutions.

---Race. Minority-group members accounted for about 10 percent of full and part-time faculty.

---Salary. Faculty men at all ranks had higher salaries than did women.

---Outside Income. Forty-two percent of faculty earned money from consulting.

---Hours Spent Working. Full-time faculty reported spending an average of 53 hours a week working, including 46 hours at their institutions, four hours on other paid work, and three hours on unpaid professional services.

---Expenditure of Time. Full-time professors spent 56 percent of their total work hours on teaching duties, 16 percent on research, 13 percent on administrative duties and 15 percent on other activities. Women spent 61 percent of their time teaching while men spent 54 percent of their time teaching.

---Time Spent on Teaching Versus Research. Faculty at private research universities spent 40 percent of their

time teaching and 30 percent doing research. Faculty at liberal-arts colleges spent 65 percent of the time teaching and 8 percent doing research.

---Job Satisfaction. Three-fourths of the full-time faculty were "very" or "somewhat" satisfied with their jobs overall, with their authority to make decisions about course content, with the quality of their colleagues, and with their institution's reputation.

Mooney (1988:11A) states that the Cambridge Consortium on Financing Higher Education conducted a study which surveyed retirement programs at 36 higher-education institutions. The findings, according to Mooney (1988) were: (A) Although faculty members were more evenly distributed by age at private institutions, by 1994 both public and private institutions will have a substantially higher number of faculty members over the age of 55 than they have now; (B) A number of institutions which responded to the survey did not keep extensive data on current or future retirees---information that could help them deal with future retirement problems; (C) Neither public nor private institutions were doing as much as they could to provide attractive environments for their retirees; (D) Two-thirds of the institutions provided some form of pre-retirement counseling; (E) Early retirement plans have become increasingly common, but results have been mixed; and (F) The average retirement age has gone up

slightly from 64.6 to 66 at two-thirds of the institutions surveyed since the mandatory retirement age was raised from 65 to 70 in 1982.

Lawrence (1988) states that successful academicians attain tenure and continue in the same profession for most if not all of their work lives. A study of age, distributions over a three-year period, found the cadre of California's full-time faculty to be shrinking and aging (Case, 1985). In the fall of 1983, close to 40 percent of the full-time faculty were fifty years of age or older. Twenty-one percent of full time faculty were eligible for retirement since they had reached age 55 or older while another 18 percent of the full time faculty were between the ages of forty-five and fifty (Case, 1985). In 1994, when mandatory retirement is eliminated, almost half of the full time faculty members could be eligible for retirement. From 1981-1984 the number of younger entry-level faculty decreased slightly, the decrease in new hires contributed to the increasing average age of faculty as a whole (Case, 1985).

Gardner (1990) reiterates the sentiments of Case (1985) when he states that the median age of college faculty members around the country is 49.5 years of age and gaining. The concern presented to the Saint Petersburg Junior College faculty members was that many institutions will be faced with a shrinking faculty pool and that

institutions must began to plan for possible faculty shortages. Otherwise, according to Gardner (1990), many higher educational institutions must be prepared to deal with larger class sizes, fewer classes offered, and/or the lost of the one-to-one individual attention many schools are now able to provide for their students.

Thus, the purpose of this study was to develop a set of strategies to help Saint Petersburg Junior College to cope with the ramifications of an aging faculty.

Chapter 3

METHODOLOGY AND PROCEDURES

The purpose of this study was to develop a set of strategies to help Saint Petersburg Junior College to cope with the ramifications of an aging faculty.

Definition of Terms

Aging Faculty---An aging faculty member in this study was defined as a person over the age of fifty-five.

Limitations

This study was limited to the instructors and the needs of Saint Petersburg Junior College, Saint Petersburg Campus as older instructors prepare to retire or to remain on the job well into their senior years. In addition, this study was limited to the reliability and the validity of the sources used for information.

Assumptions

It was assumed that the information received during the development of this study was true. It was also assumed that this study provided strategies

pertinent to the needs of Saint Petersburg Junior College, Saint Petersburg Campus as the campus deals with a growing aging faculty.

Procedures

The purpose of this study, which was to develop a set of strategies to help Saint Petersburg Junior College to cope with the ramifications of an aging faculty, required a research approach. The first step was to conduct an external scan of the college. An administrator from each of the surrounding schools (Pinellas County School System, Eckerd College, and the University of South Florida Bayboro Campus) was contacted for a personal interview. The interviews were conducted with the Director of Personnel of the Pinellas County School System, the Dean of Faculty at Eckerd College, and a representative from the Department of Education at the University of South Florida Bayboro Campus (see appendix A). The interviews researched the ramifications each institution face as their faculty members grow older.

The interview guide was developed in a series of steps. First, the problem in this study was identified. Next, the types of questions asked in staff meetings and the brainstorming of possible solutions to campus problems with coworkers were collated. The interview guide was then developed by formulating questions which centered around the problem identified in this study and which

addressed the concerns and needs of the college.

The second step toward developing a set of strategies for coping with the ramifications of an aging faculty was to conduct an internal scan of Saint Petersburg Junior College. The internal scan was carried out by conducting a personal interview with the Vice President of Human Resources of the college (see appendix B). In addition, three faculty members over the age of fifty-five met informally with the initiator of the proposal to discuss their views concerning the ramifications of older faculty members.

The internal scan interview guide was developed in the same manner as the external interview guide. First, the problem addressed in this study was restated. Second, brainstorming with the instructors in the reading area of the college about some of the needs of the college and the community was conducted. The guide was discussed with the division director of communications. The internal scan interview guide was then developed by formulating questions which centered around the problem identified in this study.

Once the external and internal scans of the institution were completed, a profile of the instructors on the Saint Petersburg Campus was developed by visiting the personnel department of the college and randomly pulling information from the 267 employees on the campus.

The departments with a large proportion of older faculty members were identified. Then, an interview was

held with the division directors of those departments with a disproportionate number of older faculty (see appendix C). A set of strategies was then developed, based on the external and internal scan findings, to assist the college in addressing the issues created by aging faculty members. Copies were then sent to the division directors on the campus and to the academic dean and the Provost of the campus. They all met in the Provost's Staff Meeting and discussed the strategies presented.

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Chapter 4

RESULTS

The purpose of this study was to develop a set of strategies to help Saint Petersburg Junior College to cope with the ramifications of an aging faculty. An external scan of the institution was conducted and resulted in contacts with representatives from surrounding schools (Pinellas County School System, Eckerd College, and the University of South Florida Bayboro Campus). Personal interviews were held with the Director of Personnel of the Pinellas County School System, the Dean of Faculty at Eckerd College, and a representative from the Department of Education at the University of South Florida Bayboro Campus (see appendix A). The purpose of the interviews was to research the ramifications each institution viewed as a result of an aging teaching population. The results of those personal interviews can be seen in Table 1 and reflects the likenesses and differences of the surrounding schools. For instance, notice that the two higher educational institutions, Eckerd College and USF Bayboro, say that many of their teaching staff members are either near or over the age of fifty-five. In contrast, the public school system is not, at this writing, seeing an increase in age in its teaching population.

Table 1

External Interview Scan of Saint

Petersburg Junior College

	Pinellas County Schools	Eckerd College	USF (Bayboro)
Early retirement plans established	No	Yes	No
Most faculty near or over fifty-five	No	Yes	Yes
Recruitment Problems	Yes	Yes	Yes
Foresee a teacher shortage	Yes	Yes	Yes
Plans made to off-set mass retirement	No	No	No
Staff Development Offered	Yes	Yes	Yes
Burn-out Prevention Strategies	No	Yes	Part of Staff Development

The external scan revealed other pertinent information. For example, the Pinellas County School System had problems when it came to recruiting math and science teachers whereas the higher educational institutions had problems getting and retaining professionals in the health related fields. All of the information received showed that all of the schools used in the external scan had the same ideas when it came to attracting new faculty. For instance, all publicized in several magazines, all had representatives to visit campuses around the country, and all were at least in the discussion stage of "grow your own" future faculty.

Staff development was a high priority item at all of the institutions contacted. Eckerd College had a system in place which rewarded the instructors for coming to staff development activities. Teachers would accumulate points for attending and after a certain number of accumulated points, specific number not mentioned in the interview, teachers could have a free class period, a free day, or as much as an entire summer off with pay. The Pinellas County School System and USF-Bayboro did not have a program that extensive. However, each offered workshops and seminars for continuous improvement and offered or recommended courses which could be taken for re-certification or for personal and professional improvement.

None of the respondents in the external interviews had seen any innovative strategies which had been imple-

mented in regards to aging faculty. All of the interviewees responded to the interview by saying that aging faculty members are a relative new subject on the horizon and thus far, very little has been written or developed at institutions to alleviate or ease future ramifications which may impact schools.

The problem identified in this study, aging faculty with no provisions for the institution in the event of mass retirement, along with an awareness of the problems and concerns of the college resulted in the development of the external interview guide. In a like manner, an interview held with the Vice President of Human Resources at Saint Petersburg Junior College and with three full-time faculty members over the age of fifty-five resulted in the development of an internal interview guide (see appendix B).

The interview process could not be completed without a firm dicision as to who the spokesperson would be for each institution. After several phone calls to each institution used in the external interview, a person was committed to be the spokesperson after being told that several other people or departments had recommended them as being qualified to answer the questions. The internal scan was not as complicated. All of the secretaries who were phoned at the District Offices of Saint Petersburg Junior College recommended their supervisor who was the Vice President of Human Resources. Contact with the Vice President of Human

Resources revealed his eagerness and willingness to meet for the interview.

The interview process entailed the question and answer process as outlined in the interview guide. The interviewee sat across from the interviewer in each case. The problem identified in this study was repeated to the interviewee. Some background about Saint Petersburg Junior College in reference to the study was given to the interviewee. The background information included when the majority of the faculty members were hired on the Saint Petersburg Campus, that the study attempted to create an awareness of the fact that teacher shortages or other ramifications of older faculty members needed to be addressed, reference was made about the literature findings---average age, need to plan for shrinking faculty pool, and possible faculty shortages, and the background information also included reference to the many programs which are offered at the school which could be deleted if the literature review was correct in its predictions.

The interviewer then moved down each question in the interview guide listening, jotting down answers, and responding to answers or questions asked by the interviewee.

Table 2 presents the results of the internal interview. Clearly, it can be seen that in many cases all of the institutions used in the external interview were basically on the same track as Saint Petersburg Junior College.

For instance, Saint Petersburg Junior College publicizes for new faculty in the same publications as other institutions, all the schools---like Saint Petersburg Junior College---were encouraged about their efforts in staff development, and all institutions, except the Pinellas County School System, have an unparallel number of faculty members over the age of fifty-five.

Table 2

Highlights of Internal Interview Scan at

Saint Petersburg Junior College

Vice President of Human Resources:

---SPJC keeps records of the total college, not individual campuses.

---SPJC does not discriminate because of age.

---Most vendors give an "across the board" figure for services so age does not really impact college cost.

---No plans have been made to off-set a mass retirement.

---Most faculty will probably continue to work pass retirement age because they like their jobs and no one can predict the financial needs of the future.

---The school does not have incentives for early retirement.

---SPJC publicizes in the Chronicle of Higher Education and in minority magazines.

---In addition to monthly Staff Development Programs, each division offers periodic workshops and seminars directed toward its speciality.

---The teaching faculty use the staff development monies more than any other division of the college.

---Sabbatical leaves must be approved a year in advance. Few people have asked for a leave and in the past few years, of those who did ask, most were not granted because of late applications.

---Most instructors at SPJC are receptive to change.

---We look for the best candidate for a position, present employees are encouraged to apply.

---A mature faculty gives the school character. Students respect their judgement and their classes are the first to fill each session.

---The one quality SPJC looks for in its faculty is commitment.

The internal interview was expanded to include teaching faculty over the age of fifty-five. Table 3 collates the results of that informal interview. As can be seen, these mature faculty members were enthusiastic about their present and future teaching experiences.

Table 3

Highlights of Internal Interview Scan at

Saint Petersburg Junior College

Faculty Members over the age of fifty-five:
---SPJC has been a rewarding experience

---The students of today are very different from those when we first started to teach. Today, students are given more opportunities but they don't take advantage of them.

---Every teaching faculty should have a mixture of age groups. New faculty can learn from older faculty members and older faculty members can learn from them.

---Although older faculty members get set in their ways, they do accept change. However, it is at a slower pace than new faculty.

---We have not applied for a sabbatical leave because they are rarely given.

---Most staff development monies are used each year by the same people. If we decide we want to go to a conference, usually we are told that there is no money available until next year.

---We believe that the best candidates for openings here at the college are those people who are already working here.

---We don't plan to retire soon unless our health makes it a necessity. Working gets us out of the house and it keeps us useful.

---If the school offered incentives for early retirement, our circumstances at the time would be the deciding factor to accept or reject it.

---There is little, if any, difference in the teaching abilities of older and younger faculty members.

---If we could change one thing about the college it would be assigning classes when the teacher is most alert. Some of us don't do our best job in early morning classes.

---The number of workshops and staff development activities on the campus seems to be adequate for all instructors.

---More minority faculty members on the campus would be in the best interest of the school since minorities are expected to be the majority by year two-thousand.

---Teaching is an art and you learn by doing. It would not be in the best interest of the college to have all new faculty or all older faculty members.

---Students don't treat older faculty members any different from younger faculty members.

---Older faculty members ensure the continuation of those qualities which make an institution successful.

In an effort to have a full understanding of Saint Petersburg Junior College, its surroundings, and its teachers, a profile was made of the teaching faculty on the Saint Petersburg Campus. Permission was granted by the Vice President of Human Resources to study the most recent information printed about faculty in budgeted positions. Figure 1 gives a profile of the instructors on the Saint Petersburg Campus.

Figure 1

Profile of Full-time Faculty on the Saint Petersburg Campus

No. of full-time teaching faculty	99
Percent with master's degrees	40%
Percent with masters/plus degrees	42%

Percent with Doctorate degrees	17%
No. of full time faculty over fifty-five	32%
Percent of faculty below fifty-five	67%
Percent Female	44%
Percent Male	55%
Percent with twenty-plus years experience	27%
Percent with ten to nineteen years experience	20%

*Prior years of experience information not available.

The departments with the largest proportion of aging faculty members were also identified from the faculty profile information. The communication and the social science divisions both had six percent out of the total full-time teaching faculty. An interview with the division directors of those departments with the highest percentage of aging faculty gave some insights as to future plans, present concerns and insights noted about present staff and future staffing considerations. Table 4 presents the number of total full-time faculty in each division and highlights the results of the interviews with the communication and social science directors.

Table 4

Results of Interview with Supervisors of

Larger Numbers of Aging Faculty

No. of faculty in Communication	22 (Full-time)
No. of faculty in Social Science	14 (Full-time)

---Faculty members usually don't tell when they are going to retire until a session or two before time.

---If the college were unable to find qualified people in the event of mass retirement, some courses or maybe even programs would not be offered.

---The college could start now to plan for multiple retirements. In a way, the college is considering doing just that. The college is considering paying or helping to pay for tuition of those people interested in working in the field of education.

---If all of our aging faculty members retired today, their positions would probably be filled by adjunct faculty members.

---There does appear to be some concern over the possibility of a teacher shortage. In communications, we are looking for more people on a part-time basis. Most people would rather work full time. In social science, most of our people have been with us over ten years. If most of them were to retire today we would need many seminars to orient the new people to the program if we wish for it to continue in its present form.

---For financial reasons, all vacancies at this time are being handled by adjuncts.

---We hope that our faculty members will see the need to keep themselves up-to-date in their fields. However, we do remind them about the certification rules and we do try to help faculty by sponsoring workshops and/or seminars in our fields.

---Other than the workshops and seminars, no other plans have been made to keep faculty up to date in their fields.

---At the present, we don't see a need to revamp the way we supervise. We respect our faculty members and they are professionals. We work together. As a supervisor, however, we attempt to be the coordination between the student and the instructor and the administration and the instructor.

Using the external and internal scans of the institution, along with the information obtained by developing a faculty profile and discussions with the division directors with a disproportionate number of aging faculty, a set of strategies was developed to address the issues created by having aging faculty members (see appendix D).

Copies of the strategies were sent to the division directors, the academic dean, and the Provost of the campus. They all met in the Provost's Staff meeting and decided to eliminate for the present time, because of economic conditions, any and all strategies which required financial assistance from the institution. In addition, they decided to further study those strategies which did not require any financial assistance by getting some feedback from the faculty governance committee. The faculty governance committee decided that the subject of the study was very relevant and important and therefore requested that some

future staff development days be set aside to include some facet which relates to the growing concerns of aging faculty and to include some discussion time college-wide of the strategies which have been presented.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to develop a set of strategies to help Saint Petersburg Junior College to cope with the ramifications of an aging faculty.

Discussion

It was believed that some knowledge of the external environment would help in understanding the surroundings and producing a set of strategies which would help the college to cope with the ramifications of an aging faculty. The external scan of the institution required setting up appointments to visit representatives of the surrounding schools (Pinellas County School System, Eckerd College, and the University of South Florida Bayboro Campus).

The interviews revealed some likenesses and some differences among the three external schools. Some of the likenesses included an awareness that the average age of teachers was increasing. A second aspect was that the two external colleges in the study advertised in many of the same publications such as the Chronicle of Higher Education and in minority publications. Third, all of the schools were considering programs which would assure them qualified faculty in the future. For example, the Pinellas

County School System was beginning to look at the achievement of 9th graders and to consider them for special projects which would began to groom them as future teachers. Their efforts included sending 9th graders to the lower grades to help with individual or small group work and to use students who were excelling in certain subjects as peer tutors. In addition, many students in the 9th grade were taken on field trips to their local colleges so that they could be exposed to the atmosphere and academics of higher educational institutions. Lastly, the Colleges of Education, English, and other areas were identifying students who would do well in the field of education and encouraging them to move into the field or to apply for the classes offered for those who wanted to become tutors.

Some of the differences among the institutions used in the external scan of the college included the depth in which each institution perceived aging as a factor to be considered. The Pinellas County School System reported that its faculty as a whole was younger than the faculties in the surrounding college facilities. One reason for that youthfulness was that many college students are interested in helping younger children and they therefore consider education as their major field. In addition, moms of school age children find it easier to be off when their kids are out of school so they usually select education in order to handle

the responsibilities of home and work. The two colleges (Eckerd College and USF Bayboro) on the other hand, reported that their faculties were more mature. They cited difficulty in getting and keeping faculty in the more specialized fields such as the health related fields. The colleges reported not having the financial assets to compete with business and industry to get and keep those people in the classroom.

An external interview guide was developed to help the interviewer keep on track and to ask relevant questions which related to the problem identified in the study. Likewise, an internal interview guide was developed which also related to the problem identified in this study. It was evident that the interview guides helped to keep the interview focused in on the issue of aging faculty members and its ramifications. Many of the interviewees wanted to talk about their special programs which did not touch on the issue of aging faculty. Knowledge of the external environment was irrelevant without some understanding of the internal situation of the college. The internal scan was expanded to include the spokesperson for the college--the Vice President of Human Resources, informal discussions with faculty over the age of fifty-five, and an interview with the division directors of those divisions with the highest number of aging faculty along with the development of a faculty profile. All of the information received in the personal interviews was the individual's personal opinion but was based on his knowledge and experience.

Conclusions

Based on the external and internal scan findings, a set of strategies was developed to assist the college in addressing the issues created by aging faculty members. Copies were sent to the Provost's Staff for consideration. The economic climate of the institution forced them to eliminate all of the strategies which required financial assistance from the institution. In addition, the decision was made to further study the remaining strategies by getting feedback from the faculty governance committee. The committee concluded that the subject of the study was relevant to the well-being of the institution and requested that some future staff development days be set aside to include some facet of the growing concerns of aging faculty. In addition, the committee wanted some time set aside so that the entire college family would have an opportunity to discuss the strategies presented.

Implications

The results of this study imply that an awareness of the ramifications of aging faculty is crucial to the well-being of the institution. In addition, the results and the literature review imply that, although we do not discriminate because of age, age can be a factor in determining the types of programs offered.

Recommendations

It is recommended that Saint Petersburg Junior College implement as many of the strategies dealing with the ramifications of aging faculty as possible. It is further recommended that the college continue to look at the trends in relation to aging faculty and to monitor its community so that any changes can be done gradually. In addition, it is recommended that the college do more to encourage faculty to take sabbatical leaves for educational enhancement. Lastly, it is recommended that the entire college family study aging though a series of workshops or seminars so that we will develop the sensitivity needed to help others for the continued success of the institution.

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APPENDIX A

EXTERNAL INTERVIEW GUIDE

EXTERNAL INTERVIEW GUIDE

1. Are the majority of your faculty members 55 years of age or older? If not, what is the average age of your employees?
2. If your faculty is 55 years of age or older, what is being done to keep your staff up-to-date in their fields?
3. What ways are used to encourage staff development?
4. Does the institution have any positive or negative responses about instructors staying in the same position throughout their career?
5. Is there a teacher shortage?
6. Are you having any problems with recruitment?
7. What methods are being used to attract new faculty?
8. Some people talk about "burn-out" and "low morale" on their campuses. What strategies are you using on your campus to help alleviate possible "burn-out" or "low morale"?
9. Do you offer an early retirement plan at your institution?
10. If you have an early retirement plan, do you find that the plan is receptive to most individuals and is it comparable to other institutions?
11. Do you provide sabbatical leaves for your employees?
12. What types of leaves are usually granted?
13. Do you pay for unused sick leave upon retirement?
14. What percentage of unused sick leave is paid upon retirement?

15. Do you offer pre-retirement planning for your faculty? When do you encourage faculty to participate?
16. In your opinion, how does an older faculty impact an institution?
17. What recommendations would you make to an institution with a growing aging faculty?
18. Do you have or have you seen any innovative strategies which have been implemented in regards to an aging faculty?
19. Have there been any plans made to off-set a mass retirement?
20. Would you like to add any strategies or recommendations relating to an aging faculty which have not been discussed?

Thank You.

APPENDIX B

INTERNAL INTERVIEW GUIDE

INTERNAL INTERVIEW GUIDE

1. How many teaching faculty are on the Saint Petersburg Campus?
2. How many of those faculty are 55 years of age or older?
3. Does the age of the faculty impact college costs? If so, how?
4. Many of the instructors on the Saint Petersburg Campus appear to be at or near retirement. What plans have been made by the institution to off-set a mass retirement?
5. Mandatory retirement will be eliminated in 1994. Do you think that most of our instructors will continue to work well into their golden years? Why or why not?
6. Are there any positive or negative ramifications to staying in the same position year after year?
7. A retirement class was recently offered. Will that class continue to be offered as a pre-retirement planning seminar?
8. Do we offer some incentives for early retirement?
9. Where do we publicize for new faculty?
10. What benefits does the school offer to attract new faculty?
11. All instructors are encouraged to use staff and program development funds. On the average, who uses the funds most---faculty, staff or administrators?
12. Other than inservice day, what staff development activities are offered on the campus? Who decides what activities to offer? Towards whom are the activities geared?

13. What types of sabbatical leaves were sought over the past couple of years? Where many of the leaves requested by older faculty members?
14. Are our sabbatical leaves comparable to other institutions?
15. The subjects of "burn-out" and "low morale" are usually concerns of most campuses. Do you think that this campus, for the most part, has alleviated those concerns? If so, what was done to limit those concerns?
16. Are their any special strategies being used by the school to encourage faculty to continue to upgrade their skills?
17. What strategies are being used to retain present faculty?
18. Are their any positive or negative aspects to having mature faculty?
19. Are most of the instructors receptive to change or are they reluctant? What strategies are being used to ease the fears of those who are reluctant to change?
20. Some colleges offer promotional opportunities for their employees. What is the college doing to emphasize more in-house promotions?
21. One meeting was held emphasizing "wellness". Will the college expand its wellness concept for employees? If so, what ideas are now being discussed?
22. What one quality does the institution look for in its faculty members?

23. Are the students more receptive to one age group of faculty members more than another?
24. Are there any new strategies relating to faculty being discussed now for possible implementation in the future?
25. Is there anything you would like to add which may relate to aging faculty?

Thank you.

APPENDIX C

INTERVIEW WITH SUPERVISORS OF DISPROPORTIONATE NUMBER OF AGING FACULTY

INTERVIEW WITH SUPERVISORS OF LARGE NUMBERS OF AGING FACULTY

1. How many faculty members are in your department?
2. How many of those faculty members will retire soon? Or, do you think many will retire soon?
3. What do you think some of the problems will be for the college if most of your faculty members decide to retire within the next two to five years?
4. Do you have any suggestions as to how the college could alleviate the problems you've addressed?
5. What do you think some of the problems will be for the college if the majority of your aging faculty members decide not to retire?
6. Do you have any suggestions as to how those problems could be alleviated?
7. Does there appear to be a teacher shortage in your area of specialization?
8. If there is a shortage in your area of specialization, how do you plan to replace those faculty members who decide to retire?
9. If your aging faculty members stay on the job, what plans have been made to help them stay up-to-date in their fields?
10. Do you find it necessary to revamp the way you supervise aging faculty members as compared to other age groups?

Thank you.

APPENDIX D

SPECIFIC STRATEGIES FOR COPING WITH THE RAMIFICATIONS OF AN AGING FACULTY AT SAINT PETERSBURG JUNIOR COLLEGE

STRATEGIES FOR COPING WITH THE RAMIFICATIONS OF AN AGING FACULTY AT SAINT PETERSBURG JUNIOR COLLEGE---SAINT PETERSBURG CAMPUS

Presented by:

Betty J. Murray

Reading Instructor

Saint Petersburg Campus

cc:

Provost
Division Directors
Academic Dean

STRATEGIES FOR COPING WITH THE RAMIFICATIONS OF AN AGING FACULTY AT SAINT PETERSBURG JUNIOR COLLEGE---SAINT PETERSBURG CAMPUS

Staff Development

1. Revisit the re-certification standards and upgrade.
2. Offer more graduate classes on the campus site.
3. Institute a reward system for staff development activities.
4. Offer sabbatical leaves.
5. Resume Project Flamingo---Computers in all offices with available instruction.
6. Establish consistent college-wide procedures for allocation of Staff and Program Development (SPD) Funds.
7. With the economic uncertainties, train faculty and staff to handle more than one job.
8. Require company representatives to teach staff members how to use their materials more effectively.
9. Count staff development days as part of the re-certification process.
10. Offer many of the courses which are taught at the Corporate Training Center directly on the campus sites.

Burn-Out Prevention

1. Develop procedures for periodically assessing faculty morale and concerns and strive to resolve identified problems through the use of established forums.
2. Provide greater financial and personnel resources to allow faculty to participate regularly in staff development.
3. Allot time for instructors to express themselves.
4. Develop a collegical support network.
5. Help instructors to maintain a positive attitude.
6. Find ways for faculty to celebrate together.
7. Encourage instructors to exercise regularly.
8. Offer components on stress reduction on the campus site rather than at the Corporate Training Center.

Faculty Recruiting

1. Network through professional educational organizations.
2. Develop brochures of job descriptions.
3. Develop a mentor system for new faculty to insure instructional continuity and consistency.
4. Survey search and screen committees to make sure that the procedure was open and fair to all applicants.
5. When applicants are not accepted for positions, send them a short note letting them know that their files will be reactivated on the next search.
6. Encourage present faculty members to apply for vacant positions.
7. Train present staff members to do other jobs.

Off-Set Mass Retirement

1. Maintain a pool of qualified adjuncts.
2. Have faculty ready to serve on search and screen committees.
3. Encourage faculty to stay on the job until replacements can be found.
4. Off incentives for staying on the job longer.

Retirement

1. Offer early retirement incentives.
2. Institute a tracking system of retirees which would help the college to understand their needs and which would help the college to prepare others for retirement.
3. Offer a retirement course.
4. Research what other institutions are doing to prepare their employees for retirement.
5. Hold meetings with all employees to discuss what they perceive as needs in the retirement years. Act on as many of their suggestions as possible.
6. Hold meetings with some retirees to find out how the school can help them and others in their retirement years.
7. Keep retirees involved in the educational process. Ask them back to help in classes or to substitute when possible.

Aging Process

1. Offer workshops or seminars relating to the aging process.
2. Institute a wellness course for faculty.
3. Institute the policy of using an office hour per week devoted to wellness.
4. Research what other institutions are doing in the area of aging.

Personnel Policies

1. Track other institutions---What are their personnel policies in the areas of tenure, academic rank, employee benefits?
2. Analyze turnover rates of employees and reasons for termination.
3. Survey faculty about employee benefits. Act on their suggestions.
4. Encourage instructors to become involved in personnel policies.
5. Provide time for cross-campus discussions of personnel policies.

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